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ABSTRACT

The Emergency School Aid Act (ESAA) provides financial support to schools for desegregation efforts in Portland, Oregon. This project involves six elementary schools which plan and implement programs and activities to meet the needs of 3,394 students, 667 of whom are members of minorities. Under ESAA, each elementary school develops a program which includes student programs, staff training, and parental involvement components. This report reviews program achievements for the year 1981-82, and offers suggestions for determining progress in achieving the goals and objectives of the Emergency School Aid Basic Grant Project and effects of the ESAA projects on students, staff, and the community. Evaluation findings are based on data collected through interviews with teachers and principals; classroom teaching observations; and materials provided by ESAA teachers, the Parent Advisory Committee (PAC), and Parent Activity Managers (PAMs). Extensive appendices contain data on accomplishment of project outcomes, students to whom ESAA teachers provided direct services in reading and/or mathematics, student involvement in school classes/programs/activities, and analysis of student awards presented by a project school. (AOS)

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ED233116

ESAA ELEMENTARY PROJECT EVALUATION

SCHOOL DISTRICT NO. 1, PORTLAND, ORE.
OCTOBER, 1982

PPS

DESEGREGATION FOR QUALITY EDUCATION AND EQUAL EDUCATION OPPORTUNITY

UD 023 034

DEPARTMENT OF COMMUNITY RELATIONS

AND STAFF DEVELOPMENT

ESAA ELEMENTARY SCHOOL PROJECT EVALUATION

OCTOBER, 1982

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INTRODUCTION

Project Overview

This is the eighth year the Emergency School Aid Act (ESAA) project has been implemented to support "desegregation for equal opportunity" in Portland Public School District No. 1. The Title VI Emergency School Aid Act provides financial assistance to:

- meet the special needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary and secondary schools;
- encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students; and
- aid children in overcoming the educational disadvantages of minority group isolation.

ESAA is (approximately) a $524,858 project. (Of this $142,000 is Title VI funding; $382,858 represents District support.) Six elementary schools are funded by the 1981-82 basic grant to provide resources and services in support of the Portland District's Comprehensive Desegregation Plan (adopted April 14, 1980) goals:

- to avoid and eliminate inequitable compulsory burdens imposed by desegregation;
- to increase desegregation and integration through equitable means;
- to provide education which more freely meets the needs of each child;
- to create an excellent multicultural/multiethnic education for all children;
- to promote interracial acceptance and understanding among students and staff;
- to increase educational choice for all children in the District; and
- to comply with federal and state laws, policies and regulations.

The entire ESAA project focuses on the accomplishment of the Portland District's policy:

> "It shall be policy of the Portland Public Schools that integration is among our highest priorities. Integration shall be viewed as the complete elimination of barriers to educational attainment resulting from prejudice, racism, class differences and/or institutional discrimination.
>
> "In pursuing integration, we shall seek genuine respect for individuals as well as mutual understanding and acceptance of ethnic and cultural diversity throughout our schools.

"It shall be the policy of this Board to afford each child an equal opportunity to educational achievement and to employ public school resources to this end.

"We affirm our educational, social, and legal responsibility to provide integrated educational settings at the same time we strive in other ways to improve the educational experience of all children."

through the attainment of five major goals:

Goal 1. Plan and conduct a variety of staff development opportunities which will enhance teacher and staff capacities in the areas of: a) developing self-esteem in students; b) teaching pluralistic concepts; c) improving racial understanding and valuing within the school and general communities; and d) utilizing parent and community resources.

Goal 2. Expand school curricula to ensure that all students acquire the skills and knowledge required for competence and excellence in a multiracial world.

Goal 3. Improve school disciplinary practices, reduce District and ESAA school suspension and expulsion rates and, in general, create a positive environment for students, staff, and community in all ESAA schools.

Goal 4. Involve parents and community members in critical functions of school organization and operation, including curriculum planning, staffing, policy development, and program monitoring.

Goal 5. Establish and maintain building-level Advisory Committees to provide direction and counsel throughout the district and, correspondingly, maintain the ESAA project Advisory Committee to support staff efforts toward accomplishing project goals and objectives.

The six Project schools plan and implement programs and activities to meet the needs of 3,391 students. Of this population 677 are minority students, the majority of whom participate in the Portland District's Administrative Transfer program.[1]

---

1 The Administrative Transfer program supports the desegregation effort and AT students are the primary target population assisted by the ESAA project. Through the transfer program, students--predominently Black--living in neighborhoods with substantial minority populations, have the option of attending other schools within the District. ESAA provides special activities and support to students at project schools.

Figures 1.1, 1.2, and 1.3 give a statistical breakdown of the minority and administrative transfer population by school. The Emergency School Aid Act basic grant allows the District to provide funds to the schools receiving AT students. These schools are responsible for providing quality integrated educational experiences that support the desegregation/integration effort.

Each ESAA elementary school develops a program designed to ensure the inclusion of the three Title VI components:

- Student Programs;
- Staff Training; and
- Parent Involvement.

In previous years, ESAA school programs, activities, and events have been coordinated (in some cases integrated) into other federal, state, and local educational assistance programs. During 1981-82 ESAA (Title VI) was closely related to the State Disadvantaged Child Program and the Indian Education Action Project.

The purpose of this report will be to review program achievements for the school year 1981-82 to provide the U.S. Department of Education, the Portland Public School Board of Education, the Assistant Superintendent of Community Relations and Staff Development and his Project staff with formal evaluation data and recommendations for determining:

- progress in achieving the goals and objectives set forth in the Emergency School Aid Act Basic Grant Project;
- effectiveness of project in meeting the purposes of the program;
- effect of the ESAA project on students, school personnel, and the community being served by the project.

The evaluation findings are based on data collected through interviews with ESAA teachers and some school principals, school visits to observe classroom teaching; and analysis of materials submitted by ESAA teachers (in formal evaluation reports), the Parent Advisory Committee (PAC), and Parent Activity Managers (PAMs).

The report was accomplished through the cooperation of District administrators and their staffs, ESAA teachers and their school administrators, parents, Communications/Intergovernmental Relations Publications, and Word Processing.

ESAA ELEMENTARY SCHOOLS
Statistical Data

MINORITY ENROLLMENT

School	1981-82 Minority Enrollment	Minority Percent	1981-82 Total Enrollment
Binnsmead	120	20.4	589
Fernwood	173	27.3	633
Gregory Heights	118	32.3	365
Markham	54	8.7	624
Rose City Park	125	18.8	664
Sellwood	87	16.8	519
Total	677	19.9	3,394

Source: District 1981-82 Enrollment Report from PPS Management Information Services.

FIGURE 1.1

ESAA ELEMENTARY SCHOOLS
Statistical Data

STUDENT ENROLLMENT BY ETHNIC CODE

School	Ethnic Code 1	2	3	4	5	TOTAL ENROLLMENT
Binnsmead	6	469	49	41/18	6	589
Fernwood	3	460	119	37/07	7	633
Gregory Heights	5	247	39	63/08	3	365
Markham	6	570	24	09/08	7	624
Rose City Park	10	539	41	51/16	7	664
Sellwood	14	432	23	37/00	13	519
Total	44	2,717	295	238/57	43	3,394

Ethnic Code

1 = Native American
2 = White
3 = Black
4 = Asian, Indo-Chinese/All Other
5 = Hispanic

Source: School Level Fall Report 1981-82 from PPS Management Information Services

FIGURE 1.2

ESAA ELEMENTARY SCHOOLS
Statistical Data

ADMINISTRATIVE TRANSFER STUDENT
ENROLLMENT

SCHOOL	NO. OF STUDENTS
Binnsmead	35
Fernwood	37
Gregory Heights	27
Markham	17
Rose City	27
Sellwood	24
	167

Source: Administrative Transfer Enrollment Report - January 27, 1982

FIGURE 1.3

DESIRED OUTCOMES, 1981-82

During the first operational year, the ESAA project will emphasize activities designed to accomplish a number of specific outcomes which are keyed to the Five Year Goals of the Basic Grant. Elements of the student, staff and parent components are organized to accomplish these outcomes during the 1981-82 school year. Though through an ongoing process of formative and summative evaluation the project goals will be reviewed periodically to assure their congruence with emerging District conditions and circumstances, the desired outcomes will be central to 1981-82 operations and will remain in place during the five-year period. Other outcomes may be added on an annual basis.

Goals, desired outcomes, suggested activities, and assigned responsibilities have been clearly identified in the Guidebook to the 1981-82 ESAA Basic Grant Project Outcomes written by ESAA Project Coordinator.

Desired outcomes for the 1981-82 school year are outlined in Figure 2.1.

FIGURE 2.1

Desired Outcomes, 1981-82

A. Project staff and building personnel will provide evidence that the parents of students in the ESAA schools have participated effectively in the determination of school curricular goals and have had a positive influence in the planning and conduct of school management and support activities.

B. Project staff will provide evidence that each ESAA school has planned and conducted at least four special training activities or programs for parents, including at least one especially targeting Advisory Committee members.

C. Project staff will provide evidence which demonstrates that parents and other community members have participated effectively in determining development training programs relating to the sociological and psychological factors which come into play in multicultural/multiethnic relationships.

D. Project staff will provide evidence which demonstrates that parents and other community members have participated effectively in determining criteria to be used in the development and conduct of district multicultural/multiethnic instructional programs.

E. ESAA school building principals will provide evidence which demonstrates the participation of parents and community members in the determination of school operations and procedures.

F. ESAA project staff, primarily the Resource Support Specialist, will provide evidence which demonstrates that the ESAA project has collaborated effectively with other district personnel in the development and conduct of project affairs, including personnel from the following departments: 1) Personnel/Staff Development; 2) Curriculum; 3) Evaluation; and 4) Teacher Support Centers.

G. Project staff and building principals will provide evidence that the 1981-82 suspension and expulsion rates among AT students have declined to a statistically significant degree (.05 level of confidence) in comparison to the same rates during the 1978-79 baseline year.

H. ESAA staff will provide evidence which demonstrates that at least 30% of the personnel in ESAA project schools have participated in inservice and staff development activities developed and sponsored by the project.

I. ESAA staff and building personnel will provide narrative case studies which summarize the year's activities and accomplishments in regard to the planning, operation, and evaluation functions involved in each ESAA school's program.

FIGURE 2.1 (Continued)

J. ESAA/PAC will actively participate in:

- conducting school involvement team visits to 50% of the ESAA schools at least two times during the 1981-82 school year
- reviewing mid-year and final evaluation report

K. ESAA project staff and central administration personnel will provide evidence to demonstrate the effective participation of building-level and ESAA project Advisory Committees, including specific materials and reports produced by committee memberships.

L. ESAA staff will establish alliances and support systems that complement the District's resources by planning an initial meeting with personnel from:

- State Department
- Region X DAC
- at least three local and regional colleges or universities
- ethnic organizations or agencies within the Portland area, determining a contact person for each agency organization, colleges or university and working with representatives to establish one out-of-school enrichment center by February of 1982

M. At the conclusion of the project, AT students attending transfer option schools will show a statistically significant increase (a group growth index greater than 1.64) in reading and/or mathematics over what would have been expected based upon the previous year's achievement data. Measurement will be based upon Fall or Spring administration of the city-wide testing program and will be reported on in terms of a RASCH Unit (Northwest Evaluation RIT Scale).

KEY PERSONNEL

The next three pages identify the key personnel for Portland Public Schools elementary ESAA programs.[2] The basic grant provides funding for the six school programs, an ESAA Project Coordinator, Advisory Specialist (High School ESAA), a secretary for these two Project staff, and program expenses for Parent Activity Managers (PAMs).

The Emergency School Aid Act Project functions under the direction of the Department of Community Relations and Staff Development. The office directly responsible for guiding and monitoring program projects is the Desegregation/Integration Office. Community Relations and ESAA staff are listed in Figure 3.1.

The ESAA Project Coordinator is responsible for working with the PPS Public Information office personnel in providing descriptive materials regarding the ESAA project and the PPS Comprehensive Desegregation Plan, developing a plan, in conjunction with appropriate building staff, for sharing the ESAA project goals and information regarding transfer option school programs with students, parents/community; planning, budgeting, and implementing assigned program goals in accordance with District and ESAA guidelines; working with each ESAA teacher and principal as necessary to carry out project goals.

School principals and ESAA teachers are shown in Figure 3.2. These personnel have the primary responsibility for implementing ESAA school programs. Principals are the administrators directly responsible for supervising ESAA teachers and programs. Five schools hire teachers as full-time program coordinators. One school, because of smaller minority enrollment, needs only a half-time staff person. Most schools pay aides or solicit parent volunteers to assist their ESAA teachers in implementing instructional and parent involvement program components.

Parent Advisory Committee (PAC) members and Parent Activity Managers (PAMs) are identified as the key parent involvement personnel. Their collective roles and school participation are reported in the statement of findings (Parent Involvement section of this report). The membership of both parent groups appears in Figure 3.3.

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2 The Portland Public School District funds the ESAA Project in eleven (11) high schools.

KEY PROJECT PERSONNEL

Central Administration Staff
1981-82

Ernest Hartzog, Project Director
Assistant Superintendent
Community Relations and Staff Development

*Harriet Adair, Director
Desegregation/Integration Programs

Dottie Barnes
Secretary to Marilyn Richen

*Joice Taylor
ESAA Secretary

*Larry Gant
ESAA Project Coordinator

Paul Kinney
Advisory Specialist

Velma Johnson
Advisory Specialist

Marilyn Richen, Coordinator
Student Transfers

Carolyn Stitt
Secretary to Harriet Adair

Debby Wolf
Advisory Specialist

Melba Worth
Secretary to Ernest Hartzog

Area Staff

Carlos Taylor
Area I Administrator

Joe Nunn
Area I Student Transfer Coordinator

Roy Carlson
Area II Administrator

Linda Harris
Area II Advisory Specialist

*Funded by ESAA

FIGURE 3.1

KEY PROJECT PERSONNEL

Principals and ESAA Elementary Teachers at Project Schools

Binnsmead 2225 SE 87th Ave. (97216)	Principal: Teacher:	Thomas Parr Cynthia Lincoln
Fernwood 3255 NE Hancock St. (97212)	Principal: Teacher:	Robert Schuberg David Bassett
Gregory Heights 7334 NE Siskiyou (97213)	Principal: Teacher:	Tom Lydon Ken Kolb
Markham 10531 S.W. Capitol Highway	Principal: Teacher:	James Weed Carol Carrocci
Rose City Park 2334 NE 57th Ave. (97212)	Principal: Teacher:	Gordon Neideigh Leslie Crosby
Sellwood 8300 SE 15th Ave. (97202)	Principal: Teacher:	Carl Piacentini Bascom Melson

FIGURE 3.2

ADVISORY COMMITTEE

ESAA/Parent Advisory Committee (PAC) - 1981-82

Dave Bassett	ESAA Teacher
Donald Dixon	ESAA Coordinator
Betty Jean Fredericks	Parent-Sellwood
Al Jamison	City of Portland
Joan Harvey	Parent-Tubman
Khamking Souvanlasy	Indo-Chinese Cultural Center
Cherrie Louis	Gregory Heights
Tamara Moland	Student-Jefferson
Marla Granville	Student-Benson
E. Shelton Hill	Past member-City Club
Karen Bork	Rose City

KEY PROJECT PERSONNEL

Parent Activity Managers (PAMs)-1981-82

N/M	Linda Jacobs	Rose City Park
M	Beverly Banks	Fernwood
N/M	Virginia Sanders	Sellwood
M	Linda Hale	Binnsmead
M	Dorothy McDowell	Gregory Heights
M	Johnetta Burkett	Roosevelt
M	Doris Stevenson	Lincoln
M	Gail Washington	Jackson
M	Sarah Martin	Grant
M	Annora On'Gele	Wilson
M	Delores Davis	Franklin
N/M	Mary Leverington	Jefferson
M	Ben Brown	Madison
M	Ada M. Chestnut	Cleveland
M	Velita Wilson	Cleveland
M	Diane Simms	Wilson
M	Don Foreman	Marshall
M	Avel Mayfield	Benson
M	Beverly Bingham	Marshall

(N/M: Non-minority M: Minority)

FIGURE 3.3

COMPONENT DESCRIPTION

Staff at project schools work with the ESAA Project Coordinator to develop yearly plans which include activities designed to positively impact students (both resident and administrative transfer), staff, and parents (both resident and administrative transfer). Each project school develops a plan that includes: student programs, staff training and development, and parent involvement.

Student Programs

Programs in ESAA schools are designed to promote interracial understanding among all students. The primary resources provided by the Basic Grant are directed toward implementing program activities that meet the academic and social needs of the student populations served.

ESAA teachers work with the staff and students at their schools in a variety of ways (e.g., counseling, testing, hall duty, planning, tutoring individual and small groups as well as teaching classes). While the majority of the ESAA teacher's time is not spent in direct instruction, these teachers meet student academic needs by:

- working directly with classroom teachers--assisting in the planning of supplemental activities;
- supervising other staff such as aides or volunteers who provide direct instruction to students;
- monitoring students' progress by meeting regularly with individual teachers, building teams, Title I and/or State Disadvantaged staff; and
- assisting staff in periodic assessment by performing diagnostic/prescriptive services related to students' placement and movement in compensatory programs.

Students (who receive support from the ESAA Project) are grouped on the basis of their individual needs, but care is taken to ensure that specific ethnic groups are not isolated.

ESAA teachers promote the development of social and human relations skills by:

- teaching classes (of AT and resident students) designed to promote the appreciation and respect of differences, the building of positive self-esteem, and the development of problem-solving skills;
- helping students plan school activities, events, and displays designed to improve school climate, and promote school pride and unity; and
- counseling individual AT students as well as small groups of AT and resident students.

ESAA teachers are involved in monitoring all aspects of AT students' programs at Project schools. They are key in resolving any problems that might prevent AT students' involvement in academic, social or extracurricular activities.

Staff Training and Development

The primary goals of the staff development component are to help staff implement a fully integrated program with a positive school climate characterized by interracial understanding. This can best be accomplished by providing information and training related to:

- the utilization of affective activities in the classroom;
- the use of "equal opportunity in the classroom" strategies; and
- "education that is multicultural."

With the implementation of the Comprehensive Desegregation Plan, four of the ESAA teachers have the responsibility of meeting with principals and other building staff to develop and conduct 33-hours of staff training that covers the following topics:

- history and culture of Blacks and other ethnic groups;
- problems created by class within our society;
- reducing barriers which prohibit student achievement; and
- improving school climate.

The articulation of ESAA Project staff development with the 33-hour inservice in four of the six project schools will lead to a comprehensive staff development and training component at each ESAA school.

For the two remaining schools: One ESAA teacher will have the responsibility of working with school staff to build upon the knowledge and experience base developed in the 33-hour staff training implemented during the previous school year; the other has the challenge of working with staff to plan meaningful staff training experiences while laying the ground work for the 33-hour staff training to be conducted at some point in the future--within the next two years.

Parent Involvement

Parents in the Portland Public School Community serve as advisors and supporters to the school desegregation/integration program. The purpose of the parent involvement component is to assure that parents are appropriately involved in the schools' activities, so they can help their children take full advantage of educational opportunities available to them.

Parent involvement occurs at a number of different levels:

- Parents in the Portland Public School Community serve as advisors and supporters to school desegregation/integration program as members of the ESAA PAC (Parent Advisory Committee);

- Parents provide information and input to school planning by serving as formal and informal advisors to the Area offices (Community Advisory Committees and ad hoc committees) and to staff at the building (Local School Advisory Committees);

- Parent Activity Managers (PAMs) work with ESAA teachers and other building staff to get parents involved in school events, activities, and training programs; and

- Individual parents provide teachers and staff with information about their student(s) at parent conferences.

Involvement of parents and other community members is encouraged and supported by Project funds and staff to ensure the full participation of ethnic students in academic, social, and extracurricular activities.

STATEMENT OF FINDINGS

- Student Component
- Staff Training Component
- Parent Involvement Component
- Achievement of Desired Outcomes for 1981-82

Note: Evaluation findings are reported for each of the ESAA project components because project staff plan activities and events based on the needs of students, staff, and parents. Project programs are designed to ensure the inclusion of these three Title VI components and data are analyzed in a manner that considers the impact of the project activities on these three groups.

Statement of Findings - Student Component

Six elementary schools participated in the District's ESAA project during the 1981-82 school year. With the support of the ESAA Project Coordinator, one advisory specialist, school principals and ESAA teachers planned programs to accomplish the goals stated in the project proposal. In all six schools the student program component focused on students' needs and the implementation of the School Board's policy . . . "elimination of barriers to educational attainment resulting from prejudice, racism, class differences and/or institutional discrimination."

- Every school conducted school-wide, classroom and small group activities designed to promote respect for individuals as well as mutual understanding and acceptance of ethnic and cultural diversity.
- All ESAA teachers were directly involved with students by teaching one or two periods of basic skills; supervising homeroom, reading, or mathematics labs; counseling; or administering other special programs.
- Multicultural/multiethnic materials were made available to classroom teachers and other staff at each of the project schools through the ESAA teacher.

All schools encouraged ethnic students to participate in school activities and elective programs. ESAA teachers' records indicate that minority students were involved in most aspects of each school's program during the 1981-82 school year.

For a summary of the data reported by the six ESAA schools see Tables 8.1 to 8.5 in Appendix C. Data have been grouped into the following categories:

Student Body Activities -- Student government, student advisory groups, newspaper staff, yearbook staff, and rally squad provide a few students the opportunity of representing and making decisions that affect the entire student body. In most instances, student involvement in these activities involves a selection process as access is limited. Participation in these activities by ethnic students gives students a feeling of belonging and can lead to integration of a multicultural/multiethnic perspective (Table 8.1, Page C-1).

Service Activities -- Student guide, cafeteria helper, teacher aide and other service positions allow students to provide services to the school. While there may be a selection process, the criteria for selection are often less stringent and some positions can be obtained simply by volunteering (i.e., self-selection, staff recommendation, teacher selection or appointment) (Table 8.2, Page C-2).

Extracurricular Activities -- Sports are the most common extracurricular activity offered by schools. While there is a selection process for various sports, there are usually different sports in which students can participate (Table 8.3, Page C-3).

Special Activities, Assemblies, or Programs -- Most schools offer a variety of special events in which students can be involved. Some are voluntary; others involve a selection process (Table 8.4, Page C-4).

Academic Activities or Programs -- One common way of acknowledging student achievement is the school honor roll. The achievement of academic excellence can lead to ethnic students' participation in special or more advanced programs. TAG (Talented and Gifted) is a District program that provides selected students with special enrichment experiences. Both honor roll and TAG provide a select group of students the opportunity to demonstrate academic excellence (Table 8.5, Page C-5 and Tables 8.6 - 8.9, pages C-6 to C-9).

Because data submitted by project schools are incomplete, only a few basic summary statements will be made:

- During the Spring quarter, though one project school had an 8.7% minority population, student government, the advisory group, the school newspaper, and yearbook staff positions were all held by non-minority students. The staff might want to keep records of student involvement for each quarter during the school year to determine if this pattern prevails throughout the school year.

- Ethnic students according to the reports of ESAA teachers are often involved in service activities (i.e., cafeteria helper, library helper, student guides, teacher aides, etc.)

- Though only selected data on student participation in sports was reported, there is evidence that ethnic students participate in school sports.

- In most instances, data reported on special activities, assemblies and/or programs indicate that ethnic students are represented.

- 29.3% of the student population in three of the six project schools made the honor roll; however, of that portion who made honor roll, 89.5% of the students were non-minority, .4% were Native American, 4.2% were Black, 5.7% were Asian and .2% were hispanic. Though the minority population in the three schools represents 21.2% of the total school population, minorities represent only 10.5% of the honor roll population. These data suggest the need to more carefully monitor the achievement of different ethnic groups to determine if this is a reoccuring phenomena.

- 6.9% of the total population in Basic Grant project ESAA schools participated in the District's Talented and Gifted Program. Though the total minority population in these schools is close to 20%, minorities represent 9.4% of the population in the Talented and Gifted District Program. In four of the six project schools minorities were underrepresented in the District Talented and Gifted Program.

Data submitted are not complete; but it is evident that minority students are involved in many aspects of school programs. More thorough record keeping and analysis of student participation by project staff could lead to even greater balance in ethnic students' involvement in more advanced and selective school programs. Clearly, minority students--specifically Black students--are underrepresented on honor rolls in project schools and minorities are underrepresented in TAG.

Statement of Findings - Staff Training Component

Five of the six project schools provided documentation of the staff training conducted during the 1981-82 school year. Four of the five schools reporting implemented 33-hour staff training programs during the school year. The ESAA teacher was a member of the planning committee for the 33-hour staff training. In the fifth school, which conducted the 33-hour training during the 1980-81 school year, the ESAA teacher was involved in planning staff training sessions. See Table 4.1, Appendix A, for specific details.

For summary results of 33-hour staff training conducted at the four project schools, see Figure 4.1 on the following page.

All ESAA teachers provided resources to classroom teachers. Most were available to work with individual or small groups of staff. Although commitment to staff training is an ongoing assignment of ESAA staff, the degree to which ESAA teachers are involved depends on the project school and the staff.

FIGURE 4.1

Summary of 33-Hour Staff Training Results at ESAA Elementary Schools

Analysis of the results of the 33-Hour Staff Training for Desegregation/ Integration survey (1981-82) reveals: [1]

- The majority of staff at three of the four ESAA elementary schools indicated they appreciably increased their understanding of the history and culture of:
  --Black Americans
  --Southeast Asians
  --Asian Americans

- At Rose City School 100% of the respondents indicated that they appreciably increased their understanding of the history and culture of Hispanic Americans.

- The majority of the staff at the three schools reporting identified resources and/or materials that will help them move further toward "education that is multicultural."

- Nearly 60% of the staff at Sellwood Middle School indicated that they have a better understanding of the "problems created by class in our society."

- The majority of the staff at the three schools reporting believe that the 33-Hour Staff Training had a positive effect on:
  --Staff/Teacher Interaction
  --Classroom Activity
  --Student/Teacher Interaction

Analysis of the results of the 1981-82 Staff Training Session Evaluations reveals:

- Over 90% of the staff training participants indicted that the goals of class sessions were clearly stated.

- The majority of staff at all four schools indicated that information presented in individual sessions was relevant as background knowledge and to classroom application.

- Over 90% of the respondents at the four ESAA schools indicated that the goals for the majority of the class sessions were attained.

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[1] Only two year-end surveys were received from the staff at Gregory Heights.

Note: For more information on the staff training that occurred at Gregory Heights, Markham, Rose City, and Sellwood schools, see:

- 1981-82 Staff Training Session Evaluation Results
- Preliminary Data on 1981-82 Year-End Evaluation on Staff Training Supported by the Community Relations Department
- Education That is Multicultural Staff Development (Wolf 1982)
- Final Evaluation of 1981-82 Staff Training

Statement of Findings - Parent Involvement Component

Parent involvement was a major thrust during the 1981-82 school year. All six ESAA teachers were involved in planning events to bring parents/community in closer contact with school personnel. Events to strengthen the home/school/community ties were planned in all of the project schools.

The ESAA PAC functioned throughout the school year and subcommittees were involved in visiting all of the project schools. Meetings of the ESAA PAC were held monthly to discuss matters related to the operation of the project schools.

Parent Activity Managers, working with the project school principals and ESAA teachers, conducted parent activities and parent training sessions to:

Five of the six project schools reported that parents provided substantial support to schools by volunteering on a regular basis as tutors for individual students and as instructional aides to classroom teachers. A number of parents made long-term commitments. Two parents volunteered over 600 hours each in sixth to eighth grade classrooms; several volunteered over 100 hours, and many volunteered over 40 hours during the 1981-82 school year. Parents also provided clerical support, transportation and chaperoned a variety of school-related activities.

Because recordkeeping was not standardized and in some instances the information regarding volunteers was not kept, the amount of parent/community support provided far exceeds that which was recorded.

See Appendix A -- Tables 1.1 to 1.3 and Table 3.1.

(1) strengthen the home/school ties and communication;

(2) increase parent understanding and involvement in school operation; and

(3) increase student support in an effort to improve student achievement and involvement.

Statement of Findings--Achievement of Desired Outcomes for 1981-82

The basic grant was submitted as a five-year proposal; 1981-82 was the first year of operation. In general, it can be stated that project staff and ESAA teachers worked toward the accomplishment of all project goals:

- Each school submitted an ESAA Program Work Plan for 1981-82 using the procedure outlined in the Guidebook to the 1981-82 Basic Grant Project Outcomes to organize goals, objectives, and evaluation information.

- Monthly meetings with the Project Coordinator provided teachers with an opportunity to participate in training sessions, share information and resources, discuss common problems and concerns, and make adjustments to their work plans.

- Teachers at each of the Project schools received resources and multicultural/multiethnic materials for classroom use.

- Inservice staff development and training sessions were conducted with the support of ESAA at five of the six schools.

- A variety of student activities designed to enhance self-esteem and knowledge and respect of different cultures were implemented by many of the teachers at each project school.

- Special displays, guest speakers, ethnic assemblies, and other events were sponsored by ESAA at each project school.

- Parent/community planning and training sessions were supported by the ESAA project. ESAA teachers were involved in planning and funds were used to support the activities.

While each school carried out events and activities in its own timeframe and in the manner that was most beneficial and convenient to those involved, all schools made progress in the accomplishment of most project goals. For statements regarding the actual accomplishment of each of the 1981-82 desired outcomes, see Appendix A -- Project Outcomes A-M.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

Student Component

Conclusions

1. ESAA teachers, with the support of their building principals and other school staff, planned assemblies, classroom activities, and other school-related events designed to promote interracial acceptance and understanding. While staff, students and some parents, benefitted from these ESAA sponsored activities, it is important to note that many of these planned activities were one-time events and often there was no followup.

2. Adequate record keeping and documentation of ESAA activities and student participation in school programs is necessary to determine the contribution ESAA makes and the progress in attaining project goals. It is important that an efficient method of data collect be instituted at each project school. While it is not necessary to keep records on every school program, it is important that a representative number of programs be identified and that records are kept regarding student participation. Data can be used to develop goals and identify strategies to ensure that all students participate fully in the total school program.

3. ESAA teachers and project principals provided more information to the staff during 1981-82 than that which was provided previous school years. In most schools the ESAA project goals were introduced early in the school year by the ESAA teacher or the principal in a staff meeting. The role of the ESAA teacher and the services by the project were explained.

Recommendations

1. To ensure that ESAA project gets maximum mileage out of project resources, activities and events, the ESAA teacher and principal should work with the staff to: (a) identify and plan ways of interrelating and coordinating project activities and (b) conduct adequate followup to determine the results. Activities and events sponsored by the ESAA project should relate not only to current project goals as well as school and area long-term goals.

2. Project school staff should identify programs, awards, special activities that are representative of the school's total program and develop a plan for keeping track of student participation by ethnic group, sex, grade. The project evaluator should work with staff to determine the least obtrusive manner in which data can be gathered and also work with staff and data processing to see that data is summarized so that it is summarized in a manner that is useful for planning.

3. Principals and ESAA teachers should continue to find ways that will improve classroom teachers' (as well as other staff members') understanding of the purpose and goals of the project. The ESAA teacher and/or the principal should identify for staff how ESAA goals support district goals and school goals for the given school year.

A job description should be provided to all staff at the beginning of each school year. Specific examples should be given regarding the services offered by the project and how staff can access them. It is necessary that staff understand and support the goals of the ESAA Project.

Staff Training Component

Conclusions

1. Those at project schools who participated in staff development and training sessions conducted with the support of the ESAA project increased their understanding and knowledge of the history and culture of at least one ethnic group.

2. Many multicultural/multiethnic materials and resources were identified by staff at the project schools. In at least three schools, individual staff members developed plans for utilizing more ethnic materials in their daily lesson plans. Followup and continued support by the project is necessary if goals set during the 1981-82 school year are to be realized.

Recommendations

1. ESAA teachers should continue to share multiethnic/multicultural materials with classroom teachers and if funds are available, they should purchase those resources and materials that will be most beneficial to teachers in meeting their 1982-83 goals.

2. Future staff development and training should be closely related to the District achievement and 1982-83 building-level goals. The principal, ESAA teacher and representative staff members should develop a work plan that accomplishes project, school and district goals and priorities.

Parent Involvement

Conclusions

1. The ESAA/PAC through its SIT (school involvement team) visitations to project schools and monthly committee meetings provided meaningful input into the effective operation of the ESAA project. The action initiated by the PAC resulted in positive changes for students and further consideration being given to issues related to student achievement and quality integrated education for all students.

2. In most instances Parent Activity Managers worked with the ESAA teacher and the principal in planning and carrying out activities related to the implementation of the building work plan.

3. A number of different parent involvement and training activities were conducted at project schools. Traditional school activities such as open houses, multicultural fairs, ethnic potlucks were attended by a number of Administrative Transfer and resident parents. However, in some schools parent training sessions sponsored by the project were less successful in involving Administrative Transfer parents.

4. Some parent/community members were involved in tutoring and providing other assistance to classroom teachers. Others were involved in chaperoning and providing support to project school staff and students. Because recordkeeping was incomplete, it is impossible to estimate the actual level of involvement. It is known that involvement was greater than that which was reported.

Recommendations

1. Project coordinator should continue to work closely with the ESAA/PAC and Area office administrators and should provide information and a calendar of events to both groups.

2. The parent involvement component should be more clearly defined by project staff, area administrators, project principals and teachers. A parent involvement plan of action should be developed which provides for various levels of involvement and a number of options for Administrative Transfer parents:

   A. Parent involvement with the student at home and in the community.
   B. Parent communication with the school and the student regarding expectations, requirements and progress.
   C. Parent attendance and support of school functions.
   D. Parent service to schools (e.g., tutoring, chaperoning, volunteering, and other support)
   E. Parent input regarding planning and implementation of school and district operation (e.g., curriculum staff training, student discipline, etc.)
   F. Parent service on informal and formal advisory committees (i.e., PAC, CAC, LCAC, ad hoc committees, etc.)

ESAA staff should maintain contact with parents throughout the school year and get to know parents well enough to suggest areas where parent might be willing to get involved.

General Administration

Conclusions

1. The overall administration of the ESAA Elementary School Project improved during the 1981-82 school year over previous years; the evaluator's recommendations in the 1980-81 report were incorporated in the 1981-82 project implementation:

   - The Project Coordinator developed a Guidebook to Project Outcomes for the 1981-82 school year which outlines the responsibilities of project staff (including the ESAA teacher) and parents along with recommended activities.

   - All project schools submitted a Work Plan for the 1981-82 school year.

   - Quarterly reports were submitted by project school staff. These reports listed progress toward the accomplishment of Basic Grant goals and project outcomes.

   - Final evaluation reports were submitted to the project evaluator by each project school. These documents provide a summary report of activities and events conducted during the school year.

2. From the data reported in the final evaluation report, it is evident that a number of ESAA teachers feel that requirements in the project evaluation design are not tailored to their individual needs. There is a need for closer association between the project evaluator and the project school staff to make certain that recordkeeping and documentation is closely related to the needs of the project school.

Recommendations

1. Project staff should work with project schools to develop a building plan for 1982-83. The plan should clearly identify:

   - how goals and outcomes defined in the Basic Grant or ESAA plan of operation will be attained (including timelines) for each component;

   - the relationship of ESAA to Title I; State disadvantaged programs; and District, Area, school goals and plans for 1982-83;

   - the procedure or method that will be used by the project school to evaluate the implementation of components of the program.

2. Staff, the ESAA teacher, and the project school principal should have a greater role in the evaluation of the ESAA project. Increased involvement on the part of project school staff in the overall evaluation will lead to targeted data collection that can result in improved program planning and implementation. This can be accomplished by:

   - providing a mini workshop on ESAA project evaluation for ESAA teacher and principals. (Project school staff can use their school's plan to

develop a self-assessment instrument for each ESAA sponsored activity or event).

- having the project staff select from a variety of alternatives an evaluation design that best meets the needs of the principal, ESAA teacher and other project school staff.

3. The project evaluator can provide greater support to project schools by scheduling a minimum of one meeting with the principal and ESAA teacher at the beginning of the year, a second visitation during the project operation (e.g., special event or classroom visitation) and a final visitation one month before the end of the ESAA project.

GENERAL RECOMMENDATIONS

Basic Grant PROPOSAL Submitted for Funding or ESAA Plan of Operation for 1982-83.

1. A committee made up of representatives from Evaluation, Curriculum, Personnel, Area offices, school principals, ESAA teachers/coordinators, and Parent Advisory Committee members should review the basic grant proposal or ESAA Plan of Operation for the 1982-83 school year before it is finalized to determine:

   - compliance with District and Area office policies and procedures;
   - articulation with current District, Area and school short-term and long-term goals;
   - if resources required for satisfactory implementation are available;
   - if timelines are adequate and in keeping with District, Area, and school timelines;
   - the support needed from Evaluation, Data Processing, Management Information, Word Processing and other District support services.

   It is important that expectations of all parties concerned be clearly identified and agreed upon prior to the finalizing of the 1982-83 plan.

2. The final draft of the basic grant or plan of operation for 1982-83 should be shared with all departments and offices that have information or data that will impact the implementation or evaluation.

Report of Accomplishments for 1981-82 School Year

1. Project staff should meet with the principals of project schools, ESAA teachers, and representative staff members early in 1982-83 to discuss accomplishment of project outcome for 1981-82. An attempt should be made to determine the elements that contributed to the project school's success or failure in accomplishing goals as defined in the Basic Grant. The data and information from each school should be used by the project staff to plan the 1982-83 implementation. Relevant procedures and strategies used by individual project schools that can be replicated in other schools should be carefully documented, reviewed and shared.

2. Time should be set aside by project staff to work with project school staff who experienced difficulty in accomplishing 1981-82 project outcomes.

APPENDIX A

. ACCOMPLISHMENT OF PROJECT OUTCOMES

GOAL	EVALUATION METHOD	ACTUAL ACCOMPLISHMENTS
Project Outcome: A By the end of the 1981-82 school year, at least 15% of the parents of ESAA students in the project schools will have participated in the determination of school curricular goals, planning, conduct of school management, and support activities through service on school committees of individual meetings and conferences with project school staff.	A review of: . PAM monthly reports . ESAA teacher's reports to determine the extent of parents involved in school planning.	Parent Activity Managers and ESAA teachers met with the building principals at project schools regularly throughout the year to plan school activities. Ethnic minority parents also served on Community Advisory Committees. Ethnic minority parents served on the ESAA Parent Advisory Committee. <u>Conclusion</u>: Parents were involved in planning at the school and area levels and in the implementation of the ESAA project. For more information on parent involvement, see Table 1.1 on the following page.

TABLE 1.1

PARENT INVOLVEMENT

School No.	School Name	No. of AT Parents	15% Equals	PARENT INVOLVEMENT		
				ESAA PAC	PAM	School Committees
236	Binnsmead	35	5+		1*	4*
249	Fernwood	37	5+		1*	1*
254	Gregory Hts.	27	4+	1	1*	2*
174	Markham	17	2+	1	---	0*
278	Rose City	27	4+		1	0*
283	Sellwood	24	3+	1	1	3*

*Number of Minority Parents Involved in School Planning

TABLE 1.2

Parents/Community Members Tutoring and Providing Other Support to Schools

School No.	Number of Volunteers	ETHNIC CODE				
		1	2	3	4	5
*174						
236	11		7	4		
249	17		11			6
254	7		7			
278	51	2	46	2	1	
283	8		8			

*No Data Reported

TABLE 1.3

Parent/Community Tutoring and Other Support

School	No. Tutors	Ethnic	Grade/Area	Total Hours
278	4	2	1	7 hrs. wk.
	1	4	1	1 hr. wk.
	5	2	2	9 hrs. wk.
	4	2	3	5
	2	2	4	3
	1	3	4	2
	2	2	5	11 hrs. wk.
	1	2	6	1
	1	2	7	1
	1	3	7/8	1
	4	2	Health Room	4 hrs.
	2	1	Health Room	2
	6	2	Kindergarten	Part-time (varies)
	17	2	Kindergarten	40 hrs.
236	1	3	Chaperone Dance	5 hrs.
	2	3	Transportation	6 hrs.
	1	3	Telephoning	3
	1	2	VIPs Trans. & Phoning	
	5	2	Office Help	
	1	2	Choral Trips	
283	2	2	6-7-8	600 hrs.
	1	2	Typist	Varied - 1 yr.
254	5	2	Reading	19 hrs. wk.
	6	2	Soc. Studies	19 hrs. wk.
	1	2	Other	1/2 hr. wk.
249	1	2	Cafe Supv.	95 hrs.
	1	?	Art	19
	1	?	Art	1
	1	2	Media Center	23
	2	2	Media Center	43
	1	2	Media Center	22
	2	2	Tutor	114
	1	2	Science	9
	4	?	Music	8
	2	2	Music	4
	1	2	Tutor	22
174	No Data Reported			

GOAL	EVALUATION METHOD	ACTUAL ACCOMPLISHMENTS
Project Outcome: B By the end of the 1981-82 school year, each of the project schools will have planned and conducted at least four training activities or special programs involving at least 20% of the parents as participants.* One of the training activities will especially target building advisory committee members. . enabling parents to understand and work more productively with their own student(s) . promoting home/school communication . allowing parents to work constructively with the school staff for the good of all students . enabling parents/community members to work more effectively and efficiently on advisory committees *Outcome was modified. Three training activities were required instead of four.	Evaluation methods will include: A review of: . PAM reports . ESAA Coordinator reports and evaluations of parent training activities . Participant evaluations to determine whether parent training activities were conducted at each of the ESAA project schools.	Five of the six project schools submitted reports of parent training activities conducted during the 1981-82 school year. Only one of the six schools was able to get 20% of the ESAA parents involved in at least one parent training activity. Another school came close to the goal. Though three of the remaining schools planned and implemented parent training activities, parent attendance was less than desired. All reports indicated that those parents who participated in the scheduled classes benefitted from the experiences. No participant evaluations were submitted.

TABLE 2.1

PROJECT OUTCOME B: Parent Training Programs Offered During 1981-82

School No.	School Name	Goal Statement/Workshops	Parent Training Attendance				
			Staff	Parents N/M	Parents M	Bldg. Adm.	Other
236	Binnsmead	Parents will have at least three workshops during the 1981-82 school year. The first in early November to fall in line with the Conference Schedule.					
		1. How to communicate with your child's teacher 2. The difficulties of adolescents 3. How to help your child succeed	4	5	10		2
249	Fernwood	Counselor and ESAA teacher will facilitate at least two training sessions for parents					
		4 sessions -- How to help your child Succeed	2	9	7	1	
254	Gregory Hts.	Specially designed parent training workshops will be offered to parents in an effort to meet a variety of social and academic needs of their children					49
		Parent - student training (all day)	1	2			

N/M = Non-Minority M = Minority

TABLE 2.1 (Continued)

School No.	School Name	Goal Statement/Workshops	Parent Training Attendance				
			Staff	Parents N/M	Parents M	Bldg. Adm.	Other
278	Rose City	Rose City Park will plan and conduct at least 4 training activities or special programs involving at least 20% of the parents as participants. Title - Systematic Training for Effective Parenting (STEP) 1-82 to 5-82	1	30	3		1
285	Sellwood	Training Session will be planned for parents to feel more secure in taking part in the school process and in helping their children in matters that concern schools. 1. Student Discipline 2. Homework 3. Volunteers	4	7	8	3	3

N/M = Non-Minority M = Minority

GOAL	EVALUATION METHOD	ACTUAL ACCOMPLISHMENTS
Project Outcome: C		
By the end of the 1981-82 school year, each of the Project schools will have implemented a plan that systematically involves at least two parents and one planning member from the community in reviewing and/or critiquing multicultural/ multiethnic educational programs.	ESAA documentation of educational programs and training sessions for staff, parents, and students. Building staff and parents/community members will evaluate each of the educational programs at the end of session. ESAA Project staff, parent representatives, school staff will meet to determine whether or not goals were met. General effectiveness of educational programs will be determined by survey of principal, staff, parents/ community.	Project outcome was deleted.

GOAL	EVALUATION METHOD	ACTUAL ACCOMPLISHMENTS
Project Outcome: D Project staff will work with a committee consisting of: . at least one ESAA/PAC member . one representative from the curriculum department . 3-5 representatives from ethnic organizations or agencies . 3-5 parents-at-large representing at least three different ethnic groups to develop written criteria to be used by the project schools in the development and conduct of District multicultural/ multiethnic instructional programs.	Review of: Building's procedures and policies will be conducted to determine whether parents were involved in developing criteria for multicultural/multiethnic resource materials offered for use. The ESAA Coordinator's reports on the use and evaluation of multicultural/ multiethnic materials will be conducted to determine whether parents were involved in criteria development. Lists of parents will be conducted to determine extent of parent involvement in developing criteria for multicultural/multiethnic resource materials.	Because of the committees already in existence, project staff worked within its existing structure to accomplish Outcome II-D. Project staff and Community Relations staff members met regularly with ethnic agencies and organizations. CACs and textbook adoption committees used current District criteria to evaluate resource materials.

GOAL	EVALUATION METHOD	ACTUAL ACCOMPLISHMENTS
Project Outcome: E Building principals of the project schools will use at least two administrative transfer parents/community members in an advisory capacity for participation in the determination of matters regarding: . school budget . staff hiring . education that is multicultural . curriculum . discipline . school climate and other school operations and procedures.	The chief evaluation method used to determine this outcome will be a written progress report from the building principal regarding administrative transfer parent involvement. Parents, PAM, ESAA staff (Building/ District level) will be asked to discuss the level of involvement, the effect, and to identify any concerns or recommendations.	. Four of the six project schools utilized at least two minority parents in an advisory capacity during the 1981-82 school year. . Three parents served on Community Advisory Committees. . Two parents served in an advisory capacity in matters related to the administrative transfer program. . Three parents served as members of the ESAA Parent Advisory Committee. In areas of school budget, staff hiring, curriculum, the involvement of parents was less evident. One parent because of previous involvement with the ESAA PAC and Area CAC was selected to serve on the District budget committee. The potential for parent involvement in the areas identified was not realized due to the different timelines. Committee members were already selected by the time the ESAA project was approved and funded.

TABLE 3.1

Parents/Community Acting in an Advisory Capacity to Schools

School No.	No. of People	Ethnic Code	Advisory Period	Advisory Capacity
174	None			
236	1	3	2 years	
	2	3	1 year	
	1	4	2 years	
	1	2	2 years	
249	13	2	81-82	CAC
	1	4	81-82	CAC
254	1	3	4-6/82	Transfer Option
	7	2	Oct. - June	CAC
	1	3	Oct. - June	CAC
	3	2	Oct. - June	Philosophy
178	12	2	9/81 - 6/82	CAC
283	1	3	1 year	ESAA CAC
	2	3	1 year	33-Hour Class Comm.
	1	3	1 year	School AT Parent Comm.

GOAL	EVALUATION METHOD	ACTUAL ACCOMPLISHMENTS
Project Outcome: F		
To further collaboration between different departments within the District, the ESAA Project Coordinator will initiate a meeting by December 1981 with representatives from: 1. Personnel/staff development 2. Curriculum at District and Teacher Support Center 3. Evaluation 4. Data Processing to develop a cooperative work plan to be implemented throughout the remainder of the year and conduct a year-end meeting to assess the progress and effectiveness.	1. A review of monthly and quarterly reports from ESAA Building Coordinator will be conducted to determine support to Curriculum Department personnel and Teacher Support Center staff. 2. A record of multicultural/multi-ethnic materials made available to school staffs will be provided by all ESAA staff. 3. The Project Evaluator will survey the departments within the District to determine level and effectiveness of collaboration.	Position of Resource Specialist (identified in the Basic Grant) was not filled. ESAA Project Coordinator served on the Personnel Inservice Committee. Project Coordinator worked with Curriculum with Curriculum Department (including Teacher Support Centers) in the implementation of 1981-82 Staff Training. Evaluation and data processing staff met with ESAA project staff throughout the year.

GOAL	EVALUATION METHOD	ACTUAL ACCOMPLISHMENTS

Project Outcome: G

Project staff and building principals will provide evidence which demonstrates that 1981-82 suspension and expulsion rates among AT students have declined to a statistically significant degree (.05 level of confidence) in comparison to the same rates during the 1979-80 baseline year.

1. A review of school policies and processes will be conducted to determine whether your school developed policies and processes for student behavior and discipline.

2. A review of records of participants will be conducted to determine whether students, parents, and staff from all ethnic groups were involved in the formation of your school's discipline and behavior plan.

3. A review of school policies and processes will be conducted to determine whether school established a process for communicating with students and parents regarding disciplinary issues.

4. A review of disciplinary action reports will be conducted to determine whether suspension and expulsion rates in your school have been reduced by 5% from the 1979-80 rates.

Three of the six project schools reduced the number of minority suspensions in 1981-82 as compared to 1980-81.

An analysis of District suspension rates reveals that two of the six project schools suspended minority students at a disproportionate rate. In one school the ratio is 2.0 to 1 and in the second school the ratio is 4.8 to 1. *

School No.	Suspensions 1979-80	1980-81	1981-82
236	17	25	38
249	33	38	63
254	--	9	12
174	53	42	16
278	5	7	6
283	39	51	43

*It is important to note that the school with the 4.81 to 1 ratio of minority to non-minority suspensions has reduced the total number of suspensions in 1979-80 of 53 to 16 in 1981-82.

GOAL	EVALUATION METHOD	ACTUAL ACCOMPLISHMENTS
Project Outcome: G (cont'd)		Conclusions:
	5. A review of the ESAA Coordinator's reports of meetings with staff, classroom observations and demonstrations will be conducted to determine whether students in your school received specific instruction in multicultural/multiethnic concepts which reinforce the need for intergroup and valuing in a pluralistic society.	A variety of school-wide and classroom multicultural/multiethnic activities were planned and implemented at project schools. Data, however, do not provide evidence that suspensions of AT have declined to a statistically significant degree in comparison to the same rates during the 1979-80 baseline year.
	6. A review of the ESAA Coordinator's reports of meetings with staff and classroom observation and demonstrations will be conducted to determine whether students in your school participated in activities which promoted positive self-concept, effective problem-solving/decision-making and self-direction. (The principal is requested to provide sample lesson plans from individual teachers, as well as the teachers' evaluations of the lessons.)	

TABLE 4.1

Suspension Rates 1981-82
ESAA PROJECT SCHOOLS

School Name	October Enrollment	Students Suspended	% Suspensions	Non-Minority Enrolled	Non-Minority Suspended	Non-Minority % Suspended	Minority Enrolled	Minority Suspended	Minority % Suspended	Ratio of Minority to Non-Minority Suspension Rates
Binnsmead	589	38	6.4	469	35	7.5	120	3	2.5	0.3
Fernwood	633	63	9.9	460	36	7.8	173	27	15.6	2.0
Gregory Hts	365	12	3.2	247	11	4.5	118	1	0.8	0.2
Markham	634	16	2.5	580	11	1.9	54	5	9.2	4.8
Rose City Park	664	6	0.9	539	6	1.1	125	--	----	---
Sellwood	519	43	8.2	432	38	8.8	87	5	5.7	0.7

Source: Analyses 9 and 10 of 1982 PPS Student Suspension Report

TABLE 4.2

ESAA Sponsored Student Activities Designed to Promote Positive School Climate

School No.	School Name	Activity			Student Status		Staff	Community
		Session No.	Description	Date	AT	RES		
283			Cultural Awareness class.		7	24		
278			School Carnival	2/82	15	400	27	400
			Multicultural Fair	4/82	20	350	40	500
			Project Second Wind	5/82	23	640	40	600
			Run For The Arts	5/82	10	90	15	20
174			No Report					
254			Ethnic Foods Study	10/18	6	22		
			New Year Celebration	5/82	22	150	6	15
			Contributions of People	2/82	4	22	1	
			Rainbow Activities	10-02	3	23	1	
249			No Report					
236			Native American Indian	Fall	4	49		Speakers
			Hispanic	Winter	4	49		
			Black Cultures	Spring	4	49		
			Chinese	Spring	4	49		
			Japanese Cultures	Spring	4	49		
			CJO (law rel ed)		4	49		1
			Newscope					
			Career Ed. Day					
			Portland 121st Birthday					

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GOAL	EVALUATION METHOD	ACTUAL ACCOMPLISHMENTS

Project Outcome: H

ESAA Staff (building and support-level) will provide evidence which demonstrates that at least 30% of the personnel, including the principal in ESAA project schools, have participated in inservice and staff development activities developed and sponsored by the project.

Review of Staff Training Evaluation and reports submitted by ESAA Teacher.

1. Staff lists from each school will be reviewed to determine whether 30% of the staff in each building were involved in staff training and development sponsored by the ESAA project.

2. A review of participant evaluations will be conducted to determine whether staff training and development was appropriate and meaningful to staff.

	%	Avg. Attend.
Binnsmead	--	--
Fernwood	79%	30
Gregory Hts.	81%	21
Markham	55%	22
Rose City	47%	16
Sellwood	75%	34

Four of the six project schools implemented 33-hour staff training plans during 1981-82.

(One school implemented the 33-hour staff training classes during the 1980-81 school year.) Other staff training efforts are summarized in the table on the following page.

TABLE 5.1

Staff Training at ESAA Schools

School No.	School Name	Goal Statement/Activities		Staff Involved	Parent/ Community Involved
236	Binnsmead	To involve 30% or more of the staff in a 33-hour inservice program in the areas of staff development involving Mc/Me studies, human relations and student discipline and curriculum.			
		- Revising the student handbook. Regular meeting of the discipline committee to implement or evaluate the current program. Keeping the staff informed of Mc/Me activities or events happening in the District.		No staff training reported.	
249	Fernwood	Fernwood Middle School held its inservice training during the 1980-81 school year.			
		ESL Bilingual	March	30	0
		Discipline	September December, March	30	2
		ESAA	September	30	0
		NEYSC	October	30	
		Child Abuse	November	30	2
		Computer	January June	4	2
		CJO	October, March	30	1

School No.	School Name	Goal Statement/Activities	Staff Involved	Parent/ Community Involved
254	Gregory Heights	A majority of the Gregory Heights staff will be involved in participating in a staff training inservice class.		
		Session No. / Description / Date		
		1 Orientation 11/23	16	0
		2 Black History 12/07	18	0
		3 Black Culture 12/14	18	0
		4 Hmong, Mien, Lao 1/11	20	0
		5 Asian Cultures 2/08	15	0
		6 Multi-Cultural Materials 3/01	28	0
		7 Sex and Cultural Stereotyping 4/05	22	0
		8 Multi-Cultural Lesson Plans 4/19	26	0
		9 Student Achievement Testing/Scope 3/08	26	0
		10 Student Achievement - Math 3/15	25	0
		11 Student Achievement - Reading 4/26	25	0
		12 Student Achievement - Language Use 4/28	25	0
		13 Evaluation 5/10	10	0
174	Markham	School will provide evidence which demonstrates that at least 30% of personnel, including school principal, have participated in inservice and staff development activities developed and sponsored by the project. 33-hour desegregation multicultural inservice implemented October to May.		
278	Rose City	At least 30% of the Rose City Park staff, including the principal will participate in a 33-hour staff training inservice class on education that is multicultural.		
287	Sellwood	33-hour desegregation inservice class will be developed for staff development.	All staff were involved.	

1981-82 ESAA ELEMENTARY PROJECT EVALUATION

GOAL	EVALUATION METHOD	ACTUAL ACCOMPLISHMENTS
Project Outcome: I		
Seven working days after each quarter of the 1981-82 school year, ESAA Building Coordinators of the project schools will produce descriptive and statistical summaries of activities, events, and accomplishments in regard to the planning, operation, and evaluation at each project school.	A review of monthly, quarterly, and annual reports will be conducted to determine whether ESAA staff (Building Coordinators and Project Coordinator) provided descriptive and statistical summaries of activities, events, and accomplishments in regard to the planning, operation, and evaluation at each project school.	Quarterly reports were turned in to the Project Coordinator for as scheduled. Reports for 1981-82 are filed in the ESAA office.

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GOAL	EVALUATION METHOD	ACTUAL ACCOMPLISHMENTS
Project Outcome: J ESAA/PAC will actively participate in: . conducting school involvement team (SIT) visits to 50% of the ESAA schools at least two times during the 1981-1982 school year . interviewing the principal and key staff . writing reports which include observation, recommendations and conclusions . reviewing all staff training and 20% plans . dialoging with project staff regarding concerns . reviewing the mid-year and final evaluation report . dialoging with the Evaluator and ESAA staff prior to the submission of the final report NOTE: Involvement of the ESAA/PAC at the building level will be demonstrated by school involvement team reports. Building principals, ESAA project staff will be surveyed to determine: . level of involvement . effect of involvement	Review of schedule of visits and SIT reports. Review of Minutes from ESAA PAC meeting (including recommendations regarding evaluation).	ESAA/PAC SITs visited all project schools and wrote summaries of the results of their visitations. Reports are on file at the ESAA office. This final evaluation document will be reviewed by the ESAA/PAC.

GOAL	EVALUATION METHOD	ACTUAL ACCOMPLISHMENTS
Project Outcome: K		
ESAA Project staff will ensure the community, parents and students are aware of the ESAA program and the transfer option school programs by meeting with each ESAA student at least one time during the school year to discuss options, mailing, or taking information to ESAA students' parents, sending literature to local community or neighborhood centers located near each of the project schools.	1. A review of ESAA project staff reports will be conducted to determine whether ESAA project parents were provided information about the ESAA project and the Desegregation Plan. 2. A survey will be administered by ESAA support and building coordinators to determine whether students, parents/community are aware of ESAA program and transfer options. Evaluation Department will summarize, design and analyze data. 3. A review of ESAA reports from both the building coordinators and the support staff will be conducted to determine whether parents received counseling regarding the transfer option school programs available. The ESAA Building Coordinator will provide the majority of data needed.	The Project Coordinator worked with Public Relations staff to ensure that information about the ESAA Project was presented in District, the District Calendar, and other appropriate publications (including the newspaper on PPS magnet programs). Transfer option brochures were made available to parents through the regular District distribution system. ESAA staff provided support and additional information.

GOAL	EVALUATION METHOD	ACTUAL ACCOMPLISHMENTS
Project Outcome: L ESAA staff will establish alliances and support systems that complement the District's resources by planning an initial meeting with personnel from: . State Department . Region X DAC . at least three local and regional colleges or universities . ethnic organizations or agencies within the Portland area, determining a contact person for each agency organization, colleges or university and working with representatives to establish one out-of-school enrichment center by February of 1982.	1. Review ESAA staff reports reflecting contacts with colleges and universities. List of support services provided teachers. 2. Review of report summarizing the establishing of at least one out-of-school enrichment center. 3. Survey all ESAA project staff to determine the extent of outreach and the effect on the ESAA program.	The Outcome was deleted. Project staff worked through the existing District system to accomplish the intent of Project Outcome L.

GOAL	EVALUATION METHOD	ACTUAL ACCOMPLISHMENTS
Project Outcome: M At the conclusion of the project, AT students attending transfer option schools will show a statistically significant increase (a group growth index greater than 1.64) in reading and/or mathematics over what would have been expected based upon the previous year's achievement data. Measurement will be based upon Fall or Spring administration of the city-wide testing program and will be reported on in terms of a RASCH Unit (Northwest Evaluation RIT Scale).	Identification of ESAA reading and mathematics students on school lists. Analysis of AT student city-wide test data to determine growth in 1981-82 vs. 1980-81.	*AT students' growth in three basic skills areas was: . less than the District growth in all subjects for 6th, 7th, and 8th grades. . less than the growth shown by students in sending schools in 6th, 7th, and 8th grades for all subjects. . about the same or less than growth these students experienced during the previous school year. <u>Conclusion</u>: Project Outcome M was not attained.

TABLE 6.1

1981-82 ESAA ELEMENTARY SCHOOL STUDENT
ACHIEVEMENT LEVELS AND GAINS (CLEAR GROUPS)

	MATHEMATICS				READING				LANGUAGE			
GRADE	N	FALL MEAN	SPRING MEAN	GAIN	N	FALL MEAN	SPRING MEAN	GAIN	N	FALL MEAN	SPRING MEAN	GAIN
3	3	177.3	183.7	6.4	3	188.7	191.0	2.3	3	185.0	193.0	8.0
4	3	188.0	203.7	15.9	3	188.3	198.3	10.0	3	197.0	202.7	5.7
5	10	192.9	200.0	7.1	8	198.1	199.5	1.4	8	196.8	200.4	3.6
6	38	200.0	204.4	4.4	39	197.7	198.4	.7	37	198.7	200.9	2.2
7	43	209.2	212.2	3.0	43	206.4	206.5	.1	40	206.6	210.3	3.7
8	41	213.6	217.6	4.0	43	210.1	210.2	.1	42	208.3	210.4	2.1

Source: Evaluation Department Printouts of Jobs 1055T, 1206T, 1193T (12/17/82)

Note: No statements, inferences or interpretation can be made regarding groups of less than 20 students.

TABLE 6.2

1981-82 ESAA ELEMENTARY SCHOOL STUDENT
ACHIEVEMENT LEVELS AND GAINS FOR PREVIOUS
SCHOOL YEAR--1980-81 (CLEAR GROUPS)

	MATHEMATICS				READING				LANGUAGE			
GRADE	N	FALL MEAN	SPRING MEAN	GAIN	N	FALL MEAN	SPRING MEAN	GAIN	N	FALL MEAN	SPRING MEAN	GAIN
3	4	177.5	183.0	5.5	4	178.8	185.5	6.7	4	187.5	187.5	0.0
4	8	189.6	203.2	13.6	7	193.0	200.9	7.9	7	196.5	202.0	5.5
5	35	195.6	199.4	3.8	35	190.5	196.5	6.0	35	194.0	195.4	1.4
6	46	202.9	205.4	2.5	45	196.4	201.8	5.4	45	199.0	201.6	2.6
7	34	210.4	212.8	2.4	35	206.4	207.9	1.5	36	202.1	204.6	2.5

Source: Evaluation Department Printout of Jobs 1062T, 1023T, 1055T (12/17/82)

Note: No statements, inferences or interpretation can be made regarding groups of less than 2(students.

TABLE 6.3

*1981-82 SENDING ELEMENTARY SCHOOL STUDENT
ACHIEVEMENT LEVELS AND GAINS (CLEAR GROUPS)

	MATHEMATICS			READING			LANGUAGE			
GRADE	FALL MEAN	SPRING MEAN	GAIN	FALL MEAN	SPRING MEAN	GAIN	FALL MEAN	SPRING MEAN	GAIN	SCHOOL
3	--	--	--	--	--	--	--	--	--	Ockley Green
	184.5	189.8	5.3	184.4	188.4	4.0	188.3	188.8	.5	Peninsula
	--	--	--	--	--	--	--	--	--	Tubman
	--	--	--	--	--	--	--	--	--	Whitaker/Columbia
	184.5	189.8	5.3	184.4	188.4	4.0	188.3	188.8	.5	All Sending
4	--	--	--	--	--	--	--	--	--	Ockley Green
	193.4	200.3	6.9	194.8	197.6	2.8	192.2	196.3	4.1	All Sending
	--	--	--	--	--	--	--	--	--	Tubman
	--	--	--	--	--	--	--	--	--	Whitaker/Columbia
	193.4	200.3	6.9	194.8	197.6	2.8	192.2	196.3	--	All Sending
5	--	--	--	--	--	--	--	--	--	Ockley Green
	201.6	206.0	4.4	198.1	200.9	2.8	198.0	202.0	4.0	Peninsula
	--	--	--	--	--	--	--	--	--	Tubman
	--	--	--	--	--	--	--	--	--	Whitaker/Columbia
	201.6	206.0	4.4	198.1	200.9	2.8	198.0	202.0	4.0	All Sending
6	207.3	212.5	5.2	205.8	209.3	3.5	204.7	210.1	5.4	Ockley Green
	209.5	213.1	3.6	204.6	210.0	5.4	203.0	207.6	4.6	Peninsula
	211.2	216.6	5.4	208.4	212.7	4.3	207.0	212.2	5.2	Tubman
	206.1	212.3	6.2	204.0	207.7	3.7	202.7	205.6	2.9	Whitaker/Columbia
	209.7	213.6	3.9	205.7	209.9	4.2	204.4	208.9	4.5	All Sending
7	215.1	220.3	5.2	210.6	214.1	3.5	208.2	214.7	6.5	Ockley Green
	214.2	218.4	4.2	209.7	212.6	2.9	209.3	212.9	3.6	Peninsula
	214.5	219.3	4.8	212.0	214.9	2.9	209.1	214.9	5.8	Tubman
	214.5	218.7	4.2	213.1	214.1	1.0	210.8	210.8	0.0	Whitaker/Columbia
	214.6	219.2	4.6	211.4	213.9	2.5	209.4	213.3	3.9	All Sending
8	221.4	227.2	5.8	214.0	218.3	4.3	211.9	217.2	5.3	Ockley Green
	222.6	227.4	4.8	216.7	221.0	4.3	215.1	218.7	3.6	Peninsula
	221.3	225.9	4.6	217.7	220.3	2.6	212.9	218.8	5.9	Tubman
	220.5	222.4	1.9	216.9	216.6	-.3	212.4	211.0	-1.4	Whitaker/Columbia
	221.5	225.7	4.2	216.3	219.1	2.8	213.1	216.4	3.3	All Sending

* Source: Evaluation Dept. Printouts of Jobs 1055T, 1206T, 1193T (12/17/82)

TABLE 6.4

1981-82 DISTRICT ELEMENTARY SCHOOL STUDENT
ACHIEVEMENT LEVELS AND GAINS

GRADE	MATH MEANS			READING MEANS			LANGUAGE MEANS		
	FALL	SPRING	GAIN	FALL	SPRING	GAIN	FALL	SPRING	GAIN
3	183.7156	193.5090	9.79	187.9671	193.9505	5.98	191.7274	194.7141	2.99
4	194.8153	204.3992	9.58	196.0371	201.3089	5.27	196.3682	202.5953	6.23
5	204.9677	210.1329	5.17	203.5639	207.6721	4.11	203.2806	207.7165	4.44
6	212.3318	217.1983	4.87	210.1516	213.2943	3.14	208.6704	211.8262	3.16
7	219.2177	223.6823	4.46	215.4898	217.7149	2.23	212.5904	215.5567	2.97
8	224.8612	229.0368	4.18	219.5266	222.1277	2.60	215.4675	218.4003	2.93

Source: Evaluation Department--PPS Achievement Level Testing Means and Standard Deviation by Season Clear Group (Document 4828E)

APPENDIX B

- Students to whom ESAA teachers provided Direct service in Reading and/or mathematics

TABLE 7.1

Students to Whom ESAA Teachers Provided Direct Services in Reading and/or Mathematics

SCHOOL NAME	SCHOOL NO.	NO. OF STUDENTS	*ETHNIC CODE	GRADE	STATUS AT	STATUS RES	DIRECT SERVICE READ	DIRECT SERVICE MATH	COMMENTS
Binnsmead	236	4	3	6	4	-	3	2	
	236	8	3	7	8	-	7	2	
	236	5	3	8	5	-	4	2	
Fernwood	249	-	-	-	-	-	-	-	No Direct Services Provided
Gregory Heights	254	1	1	8	-	1	1	1	
	254	2	2	8	-	2	2	-	
	254	1	3	8	1	-	1	-	
	254	2	4	4	-	2	2	-	
	254	1	2	7	-	1	1	-	

* Ethnic Code: 1 = Native American 2 = White 3 = Black 4 = Asian 5 = Hispanic

B-1

TABLE 7.1 (Continued)

Students to Whom ESAA Teachers Provided Direct Services in Reading and/or Mathematics

SCHOOL NAME	SCHOOL NO.	NO. OF STUDENTS	*ETHNIC CODE	GRADE	STATUS AT	STATUS RES	DIRECT SERVICE READ	DIRECT SERVICE MATH	COMMENTS
Markham	174	10	2	7	10	-	10	10	Computer Assisted Instruction
	174	3	3	7	3	-	3	3	
	174	1	4	7	-	1	-	1	
	174	1	2	7	1				
	174	3	3	6	3	-	3	3	
	174	1	5	6	-	1	1	1	
	174	11	2	6	-	11	11	11	
	174	1	4	6	-	1	1	1	
	174	2	3	8	2	-	2	2	
	174	10	2	8	-	10	8	10	

* Ethnic Code: 1 = Native American 2 = White 3 = Black 4 = Asian 5 = Hispanic

TABLE 7.1 (Continued)

Students to Whom ESAA Teachers Provided Direct Services in Reading and/or Mathematics

SCHOOL NAME	SCHOOL NO.	NO. OF STUDENTS	*ETHNIC CODE	GRADE	STATUS AT	STATUS RES	DIRECT SERVICE READ	DIRECT SERVICE MATH	COMMENTS
Rose City Park	278	4	3	7	4	-	4	-	
	278	1	3	7	-	1	1	1	
	278	3	3	8	3	-	3	-	
	278	7	2	7	-	7	7	-	
	278	2	2	8	-	2	2	2	
	278	1	1	7	1	-	1	-	
	278	1	1	8	1	-	1	-	
Sellwood	287	-	-	-	-		-	-	Students are identified and served by Title I or ERC.

* Ethnic Code: 1 = Native American 2 = White 3 = Black 4 = Asian 5 = Hispanic

APPENDIX C

. STUDENT INVOLVEMENT IN SCHOOL CLASSES/PROGRAMS/ACTIVITIES

TABLE 8.1

STUDENT INVOLVEMENT IN STUDENT BODY ACTIVITIES

STUDENT BODY ACTIVITIES	School No.	Ethnic Code 1	2	3	4	5	Total No. Students
Advisory Groups	278			1			3
	236		1	1			2
Newspaper Staff	283		22		4		26
	278			4			
	174	0	7	0	0	0	7
	249		19	4			23
Rally Squad	236			1			1
Student Government	283		11		2		13
	278			3			3
	174	0	5	0	0	0	5
	254	0	14	2	1	0	17
	236	0	21	8	1		30
Yearbook Staff	283		22		4		26
	278			2			
	174	0	7	0	0	0	7
	249		13	2	1		16

TABLE 8.2

STUDENT INVOLVEMENT IN SERVICE ACTIVITIES

SERVICE ACTIVITIES	School No.	Ethnic Code 1	2	3	4	5	Total No. Students
Cafeteria Helper	283	3	30	8	10	8	59
	174	0	6	4	2	0	12
	249		7	5			12
	236			1			1
Career Conference Hosts	254	0	15	7	4	1	27
Discipline Monitor	236	0	21	9	1		31
Library Helper	283		7	1	2	1	11
	278			3			3
	174	0	28	2	2	0	32
	254	2	10	5	4	1	22
	249		8		2		10
	236			2			2
Safety Patrol	278			*5			
	249		7	5			12
Student Guides	174	0	21	4	5	0	30
	249		28	13		1	42
Student Mgmt. Aides	249		7	4		1	12
Student Store	283		9	2	1		12
Student Store Mgrs.	254	2	10	9	3	2	26
Teacher Aides	174	0	52	5	3	0	60

*Data only reported for AT students

TABLE 8.3

STUDENT INVOLVEMENT IN SPORTS

SPORTS	School No.	Ethnic Code 1	2	3	4	5	Total No. Students
Basketball	236		30	15	5		50
Basketball	278			*8			
8th Grade Basketball	249			3	7		10
8th Grade Boy's Basketball	174	0	6	3	0	0	9
8th Grade Girl's Basketball	174	0	13	0	2	0	15
8th Grade Girl's Volleyball	174	0	10	0	0	0	10
Softball	236		19	1	0		20
Track	236		6	12			18
Track	254	0	9	2	2	0	13
Track	278			*6			
Volleyball	236		21	1	3		25

*Data only reported for AT students

TABLE 8.4

STUDENT INVOLVEMENT IN SPECIAL ASSEMBLIES,
PROGRAMS OR ACTIVITIES

SPECIAL ASSEMBLIES, PROGRAMS OR ACTIVITIES	School No.	Ethnic Code 1	2	3	4	5	Total No. Students
Chess Club	249		3	2			5
Drama - Jr. Class at Jefferson	174	0	16	5	0	0	21
Energy Committee	249		4	2			6
Instrumental Band	254	0	10	2	1	1	14
Leadership Class	174	0	20	3	2	0	25
Music Trip to Junction City	174	0	95	3	2	0	100
Peer Tutoring	174	0	15	5	0	0	20
7th/8th Chorus	254	1	18	5	2	1	27
School Mural	174	0	6	0	0	0	6
T.V. Production	249		31	1	2		34
Talent Show	254	1	22	7	4	1	35
Talent Show	278			*4			
Visiting Chorus	254	1	18	5	2	0	26

*Data only reported for AT students

TABLE 8.5

STUDENTS ON HONOR ROLL

ACADEMIC PROGRAM OR ACTIVITY	School No.	Ethnic Code 1	2	3	4	5	Total No. Students
Honor Roll	174	0	245	5	10	0	260
	254	0	15	0	2	0	17
	249	2	166	15	15	1	199

TABLE 8.6

STUDENT INVOLVEMENT IN DISTRICT TAG PROGRAM

SCHOOL NAME	School No.	Ethnic Code 1	2	3	4	5	Total No. Students
Binnsmead	236	0	30	1	3	0	34
Fernwood	249	0	65	3	1	0	69
Gregory Heights	254	0	14	2	4	0	20
Markham	174	0	33	0	0	0	33
Rose City Park	278	0	27	2	3	0	32
Sellwood	283	0	45	2	1	0	48

SOURCE: February, 1982 TAG Report

TABLE 8.7

NUMBER AND PERCENTAGE OF STUDENTS IN
SCHOOL AND DISTRICT TAG PROGRAM

School No.	Category	District Ethnic Code 1		2		3		4		5		Total
		#	%	#	%	#	%	#	%	#	%	
236	TAG Program	0	0	30	88.2	1	2.9	3	8.8	0	0	34
	Total School Program	6	1.0	469	79.6	49	8.3	59	10.1	6	1.0	589
249	TAG Program	0	0	65	94.2	3	4.3	1	1.4	0	0	69
	Total School Program	3	0.5	460	72.7	119	18.8	44	7.0	7	1.1	633
254	TAG Program	0	0	14	70.0	2	10.0	4	20.0	0	0	20
	Total School Program	5	1.4	247	67.7	39	10.7	71	19.4	3	0.8	365
174	TAG Program	0		33	100.0	0	0	0	0	0	0	33
	Total School Program	6	1.0	570	91.3	24	3.8	17	2.7	7	1.1	624
278	TAG Program	0	0	27	84.3	2	6.3	3	9.3	0	0	32
	Total School Program	10	1.5	539	81.2	41	6.2	67	10.1	7	1.1	664
283	TAG Program	0	0	45	93.8	2	4.2	1	0.4	0	0	48
	Total School Program	14	2.7	432	83.2	23	4.4	37	7.1	13	2.5	519
TOTAL	TAG Program	0		214		10		12		0		236
	Total School Program	44		2,717		295		295		43		3,394

TABLE 8.8

ACTUAL PERCENTAGE OF MINORITY
STUDENTS IN THE DISTRICT TAG
PROGRAM VS. EXPECTED PERCENTAGE

School No.	Actual Percentage	Expected Percentage
236	11.8	20.4
249	5.8	27.3
254	30.0	32.3
174	0.0	8.7
278	15.7	18.8
283	6.2	16.8

90.6% (214 out of 236) of the students participating in the District TAG program were non-minorities. Based on the non-minority population and the percentage of students selected, one would expect only 80.1% (2,717 out of 3,394) of the students in TAG to be non-minorities; and 19.9% to be minorities.

TABLE 8.9

NUMBER AND PERCENTAGE OF STUDENT BODY
PARTICIPATING IN THE DISTRICT TAG PROGRAM IN 1980-81

School No.	# of Students in TAG	# of Students in School	Percentage of Students in TAG
236	34	589	5.8
249	69	633	10.9
254	20	365	5.5
174	33	624	5.3
278	32	664	4.8
283	48	519	9.2

APPENDIX D

. ANALYSIS OF STUDENT AWARDS PRESENTED BY A PROJECT SCHOOL

Note:

Data provided by the ESAA teacher at Sellwood is shown in Tables 8.1 to 8.4 as an example. Raw data can be keypunched and summarized on computer printouts in a manner that will allow staff to analyze the kinds of awards given to students; percentage of awards in various categories; number of awards by ethnic group, sex, grade, etc. Such data can be useful in planning and promoting developing a balanced awards or recognition program.

TABLE 9.1

1981-82 STUDENT AWARDS*

AWARD CATEGORY	NUMBER OF STUDENT AWARDS	RELATIVE FREQUENCY (PERCENT)
ART	24	5.4
BUSINESS	1	0.2
DRAMA	6	1.3
FOREIGN LANGUAGE	5	1.1
HOME EC	31	7.0
IND ART	8	1.8
MATH	23	5.2
MUSIC	32	7.2
PE	19	4.3
SCIENCE	19	4.3
WRITING	8	1.8
ATTENDANCE	45	10.1
ACADEMIC ACHIEVEMENT	181	40.6
TUTOR	14	3.1
CITIZENSHIP	16	3.6
OTHER	14	3.1
TOTAL	446	100.0

*Sellwood Middle School

TABLE 9.2

ANALYSIS OF AWARDS BY GRADE LEVEL

GRADE	NUMBER OF AWARDS PRESENTED	PERCENTAGE OF AWARDS RECEIVED	PERCENTAGE IN THE GRADE
5	40	9.0	14.5
6	67	15.0	20.0
7	160	35.9	33.0
8	179	40.1	28.3
TOTAL	446	100.0	95.8

*4.2% (27 students) unclassified

TABLE 9.3

ANALYSIS OF AWARDS BY ETHNIC GROUP

ETHNIC GROUP	ETHNIC CODE	NUMBER OF AWARDS PRESENTED	PERCENTAGE OF AWARDS RECEIVED	ETHNIC PERCENTAGE IN THE SCHOOL
NATIVE AMERICAN	1	3	0.7	2.7
WHITE	2	372	83.4	83.2
BLACK	3	16	3.6	4.4
ASIAN	4	47	10.5	7.1
HISPANIC	5	8	1.8	2.5
TOTAL		446	100.0	100.0

TABLE 9.4

PERCENTAGE OF AWARDS RECEIVED BY CATEGORY AND ETHNIC GROUP

AWARD CATEGORY	ETHNIC GROUP 1	2	3	4	5	NO. OF AWARDS
ART	0.	79.2	4.2	16.7	0.	24
BUSINESS	0.	100.0	0.	0.	0.	1
DRAMA	0.	50.0	50.0	0.	0.	6
FOREIGN LANGUAGE	0.	80.0	0.	20.0	0.	5
HOME EC	3.2	74.2	3.2	16.1	3.2	31
IND ART	0.	75.0	12.5	12.5	0.	8
MATH	0.	91.3	0.	8.7	0.	23
MUSIC	0.	93.8	3.1	3.1	0.	32
PE	0.	84.2	0.	10.5	5.3	19
SCIENCE	0.	100.0	0.	0.	0.	19
WRITING	0.	87.5	0.	12.5	0.	8
ATTENDANCE	0.	68.9	0.	28.9	2.2	45
ACADEMIC ACHIEVEMENT	0.6	87.8	3.3	5.5	2.8	181
TUTOR	0.	78.6	21.4	0.	0.	14
CITIZENSHIP	6.3	93.8	0.	0.	0.	16
OTHER	0.	50.0	0	50.0	0.	14